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HONESTY IN TEACHING.

By S. M. CAPRON, Principal Hartford High School.

The world is cursed with quackery. For one thoroughly honest man who understands his business and manages it with integrity, you find half a dozen who either have been imperfectly trained for their profession or trade, or are using what little knowledge they do possess to cheat their customers. Every art, every trade has its shoddy element. Society not merely tolerates this charlatanry and dishonesty, but encourages it, and often prefers the false to the genuine. The adulterated coffee is frequently preferred to the pure article. The well educated physician, who has perhaps crowned his long and patient preparatory studies with a rare experience in the best schools and hospitals of Europe, has few calls for his services, while the ignorant quack in the next door, who is, it may be, an upstart of six months' training, gets hardly time to sleep, such is the rush after him. Even the schoolmaster's profession is not without its humbug and dishonesty, and owing to the same perversion of the public taste, shallowness and show are often preferred by the patrons of schools to genuine discipline. But though the public may be too easily satisfied, no true and earnest teacher will be content with any mere

pretence or sham, but will seek for himself and demand in others thoroughness and honesty from beginning to end. The cathedral-builders of the middle ages were no more remarkable for the grandeur of their structures, and the wealth of variety displayed in them, than for the conscientious truthfulness with which they worked out all the minute details. Every man among them, from the ecclesiastic who raised the money and the architect whose brain devised the beautiful plan, down to the humblest artisan, felt that he was working in the cause of religion, and that he must give to his labor the very best results of that experience which had been accumulating for ages, and had finally culminated in him and his co-laborers. Though he worked in some obscure corner, or high among capitals and cornices, where human eyes would scarcely discern defects, he never yielded to the temptation to be superficial, but toiled on patiently year after year, as if he found satisfaction in the thought that the eye of the Eternal One would be observant of his fidelity and reward it, although it might escape the vision of men. Teachers are laboring in a cause which is second only to religion and claims the same conscientious fidelity from those who are assisting to rear her less conspicuous but even more enduring structures.

In what respects, then, should there be honesty in teaching?

There ought to be, in the first place, *honesty of motive* in entering the profession. To many it is a mere make-shift to occupy them only till they get something in their view better. Others see in it only a convenient way of making a little money. Doubtless in the majority of cases it is a regular employment which provides the teacher with his only means of support, generally scanty enough. But when this is the sole motive for entering a profession, which is otherwise disagreeable, there can be no true success attained in it. Success can come only when the controlling motive is a hearty love for the work and interest in it.

There should be, again, an *honest and adequate preparation*. Here we touch one of the vital defects in our system

of education. It is lamentable to observe not merely how little culture frequently is thought necessary by the teachers themselves to fit them for their responsible positions, but how meagre the requirements of school committees are, particularly in outlying districts. Scholars who could not have the remotest chance of passing an examination in the elementary studies for admission to a High School, who do not know the difference between a noun and a conjunction or between an English shilling and a Yankee shilling, are permitted to undertake the training of scores of pupils, it may be, in these very studies, and are expected to teach things of which they have themselves no adequate conception. Very erroneous ideas have prevailed with regard to the province of Normal Schools, notwithstanding the efforts of Normal School principals to counteract such impressions. It has been very widely imagined that a few months at a Normal School would put one in possession of the art of teaching, no matter what his previous acquirements had been, and it is quite possible that Superintendents of Normal Schools have at times felt compelled to yield to an urgent outside pressure and reluctantly to send forth as qualified teachers, bearing the proper certificates, those who in reality come far below their own ideal standard. The true theory is and ever must be that a considerable knowledge of the subjects to be taught must precede all instruction in the art and science of teaching.

The true teacher will exhibit *honesty* in his *method of discipline*. There will be no threats of punishments which are never inflicted, no promise of rewards which are never bestowed. Though the teacher may have favorite pupils, yet in the exercise of school-discipline there will be absolutely no partiality, but every scholar, even though he may be socially ignored by his schoolmates, will be sure of receiving at the hands of his teacher full and even justice, according to his merits. The discipline will be open, straight-forward. No spies will be tolerated. There will be no peeping through key-holes to catch rogues. Tell-tales will find their business unprofitable; except that when some great moral wrong is perpetrated, when some dark

and secret vice or villainy is festering and corrupting the whole school, the pupils will be encouraged to free themselves from the foulness of it by bringing it in some way to a full exposure.

Nor will there be any shrinking from a fearless discharge of duty toward all offenders. There will be no winking at the violation of school-rules; and when a penalty has been justly incurred, it will be inflicted, however disagreeable it may be, in all cases, at least, where leniency would be counted a weakness by the general sentiment of the school. When some mistake has been made in discipline, on account of an ignorance of the circumstances or a hasty mis-judgment of them, the true teacher will never allow a false shame or chagrin to cover up the injustice, but will at once rectify the matter fully and cheerfully. Especially will he avoid everything like prevarication in his intercourse with the pupils. He is not obliged to inform them about his plans, but what he chooses to reveal they should be able to rely upon.

Still further is there need of *honesty* in the more distinctive *work of education*, the arrangement of studies, the organization of classes, and the conduct of recitations. The method of arranging classes which prevails somewhat widely, that of assigning studies according to the wishes, and often the mere whims of the scholars themselves, without reference to their previous attainments, has an element of dishonesty in it, and the old adage, "Honesty is the best policy," is certainly verified in this instance, for experience invariably demonstrates that it is no real kindness to a pupil to put him above his true place in his studies.

In the management of recitations the teacher has an opportunity sometimes for a dishonest shrewdness of the sharpest sort. A teacher of some repute, the principal of a large grammar school in a neighboring state, once acknowledged to the writer that he frequently went before his class in arithmetic without having solved some of the most difficult examples in the lesson. His plan was to call up a very bright boy, on whom he could always rely, and

have him work out the tough problems on the blackboard. If perchance the boy should happen to be stuck upon any of them, as he was in one instance, and no other scholar had been more successful, the teacher, with the utmost nonchalance, would simply remark, "You may try those examples for another day!" A special preparation for the exercises of each day, quite distinct from the general preparation already mentioned, is indispensable to ensure, not merely accuracy, but freshness and life in the instruction. Contrary to what is perhaps the general impression among the public, the poorest of all teachers are those who never feel the need of special study. Looking at the teacher's position in the relation of a contract between himself and the community whom he serves, he is perpetrating a fraud upon them if he does not devote *some* time—how much will depend upon circumstances—out of school hours for a suitable preparation for his daily duties.

Still more important is it for the teacher that he should be *honest in the employment of school time proper*. Were the annals of school teaching, even in our own state, to be fully unrolled to view, how many instances would be found where teachers have, perhaps habitually, dismissed their classes before the proper hour, in order to gain time for private correspondence or crochet-work, or, worse still, for novel reading!

But it is not necessary to treat the subject exhaustively. Only one other point need be mentioned here, viz., the importance of *honesty in the public aspect of the school*, particularly in public examinations, exhibitions and the like. To exhibit a school in its fair working order requires a high degree of conscientiousness on the part of the teacher. It is so easy to give undue prominence to what is excellent in the school and to hide its defects, to bring forward the special cramming of a day rather than the heavy results of a term's work; in short, to substitute a mere pretence and sham in the place of an honest exhibition, that the temptation is tremendous to sacrifice truth for once. Would that it never paid to do this, that a discriminating and appreciative public always preferred the solid

and substantial results of faithful labor to the tawdriness and dazzle of a farcical show !

We set out with the assertion that every profession is full of hypocrisy and quackery. We close with the expression of our confident belief that in no other profession is there, after all, more downright honesty than in that of the pedagogue.

MENTAL ARITHMETIC.

The first requisite in teaching is a thorough understanding of the subject matter. To be able to unfold its intricacies to the pupils, is a task that requires not only scholarship, but tact. A man may be a complete master of the subject and yet wholly fail as a teacher. But if he brings both mastership and tact to bear on the subject, rest assured that he will prove himself eminently successful. We teach not only arithmetic, but the various branches of the school curriculum without definiteness—without having in view the right object to be secured. The mathematics of our common schools are probably the best means we have for the development of the pupil's reasoning faculties. In connection with the subject chosen it will be our object to suggest, and perhaps expatiate a little on what we conceive to be the best methods of developing and strengthening the memory—of moulding the reasoning powers. With *beginners* let the exercises be exclusively oral for a time and confined wholly to concrete numbers. Too many teachers entertain the idea that arithmetic, or numbers, are dry, uninteresting and cannot possibly be presented in a pleasing and attractive manner to adults, much less to children. Thus it is too frequently presented. But this is a delusion; the teacher *can* and *should* make it interesting, and even fascinating. Give the child plain, simple and easy questions, being careful not to rise above his comprehension. Lead him along cautiously, step at a time, and you will be surprised

and pleased to see the youthful mind expanding. It beholds beauty and harmony displayed, and considers the recitation a little oasis rather than a barren spot in the desert. After the child has been sufficiently familiarized with the concrete form of numbers, then let the abstract be presented. This I would confine in a great degree to random exercises tending to give the pupil a perfect familiarity with the fundamental rules and various forms of numbers.

Children, if properly trained, can be taught at a very early age not only the multiplication table, but to add, subtract, multiply and divide mentally numbers of considerable size with great rapidity and accuracy. With more advanced classes assign them a lesson to be studied with reference to the recitation. Require them to leave their seats when they come to recite. Have them to understand that the time given them for *preparation* is the time allotted for the use of the book. Whenever I have seen a class reciting with books open before them, I have always seen more or less inattention. There are always some pupils in a class who will pay strict attention no matter what course is adopted; but to gain the *undivided* attention of the class often requires more than an ordinary effort on the part of the instructor. To care for and instruct the *masses*, more particularly, and not the *few* is the object of our system of instruction. Read the questions proposed for solution—one by one, slowly and distinctly. After thus reading each question designate some member of the class to reproduce and solve it. Require him to rise to his feet. Always call on the pupils promiscuously, *never* in order or regular succession. The pupils being thus called on and required to *reproduce* the question must necessarily pay the *closest attention*. The pupil in rising to his feet and taking the floor will be led to feel that he is master for the time being; this will beget in the members of the class a wholesome emulation; each will try his utmost to produce a *good* solution—a *faultless* one. While the question is being analyzed, if a mistake be noticed let it be signified by raising the hand, when the teacher may designate one to make the necessary correction. The teacher should be well prepared on the lesson, so that

when he reads the question he may close his book, thereby showing the class that he expects them to do no more than he can do and is willing to do. If the teacher adheres closely to the book the scholars are apt to think that he himself could not do what he requires of them. To obviate this difficulty or objection which may arise in their minds, the teacher may occasionally take his seat in the class as a pupil, and require one of the members to hear the recitation in the usual manner. If in this relation you can meet your own expectation and theirs, you will inspire confidence, increased zeal and renewed activity. The true teacher will be disposed to be independent of text-books—will not be wedded to the text of some particular author, or be compelled to keep the open text-book in the hand with finger pointing to the place lest he might lose it and the pupil be permitted to go astray. On the contrary, he will be *master* of his subject, his pupils will feel that they have a *living instructor*, and as a sure result they will become his living epistles—known and read of all. The theme will *live* in him, and will find its language out of his own mouth.

A word in regard to the relation of practical and mental arithmetic. Dr. Hill, of Harvard, has maintained that practical should precede mental, and this was the order at Waltham when the school there was under his direction. We do not like to be obliged to differ with this great man, but we give it simply as our opinion, gleaned from experience and observation, that we would have it neither precede nor succeed mental, but have the two taken hand in hand, regarding each as the counterpart of the other. Do not take the lessons in the mental in the order in which they are presented, but always assign the same subject in it that you find in the practical, and the pupil will see a chain of harmony that cannot be broken: in the one instance there will be the written analysis, in the other, the spoken, each leading him to a better understanding of the other. Perhaps the greatest fault of our best pupils in arithmetic is the lack of *rapidity* in calculation. This defect is certainly attributable, in a great degree, at least, to early training. Pupils are to be found in every school, who, in attempting

to multiply by eleven or twelve, use the digits separately, and are then necessitated to add the partial products when two-thirds of the labor might just as well be saved. Ask them for the squares of 13, 14, 15, 16, or 18, and they cannot answer you. This shows their need of a more thorough drill, a more intimate familiarity not only with the digits, but with a higher order and more complicated arrangements of figures. Change the order at the close of each recitation and let a few minutes be spent in such a manner as will remedy this defect. Random exercises in abstract numbers, if not carried to extremes, can be made highly interesting and profitable. Let it be the aim of the teacher to teach the pupil to perform in his mind just as much of his calculations as he possibly can. Point out to him the advantage to be derived therefrom, and he will soon see the beauty and desirability of it. To point out a few common errors in the analysis of problems, let me illustrate by one or two simple examples.

If 3 apples cost 15 cents, what will 2 apples cost?

SOLUTION.—If 3 apples cost 15 cents, one will cost one-third of 15, which is 5 cents, and 2 will cost 2 times which are 10 cents.

If $1\frac{1}{2}$ lbs. of flour cost \$10 $\frac{1}{2}$ what will 3 lbs. cost?

SOLUTION.— $1\frac{1}{2} = \frac{3}{2}$; if $\frac{3}{2}$ cost 10 $\frac{1}{2}$, or $\frac{21}{2}$ \$, $\frac{1}{2}$ will cost one-third of $\frac{21}{2}$ which is 7, and two-halves will cost 2 times $\frac{1}{2}$ which are $\frac{1}{2}$ or \$7.

In these solutions, it will be seen, the prominent error is in making the concrete numbers abstract. These are very fair specimens of the solutions that are permitted and passed as "good" in too many of our school-rooms. Let such be criticised and rejected and correct ones substituted in their stead. When we consider the gift of God in the intellect of the youthful minds committed to us for instruction and development, and for whose molding we are very largely responsible, we are made to feel truly that it is no child's play to put in motion the wondrous living machinery that manufactures thought. As first impressions are most lasting and it is exceedingly difficult to unlearn what has been wrongly taught, we should labor assiduously to

impart instruction in the best possible manner. Furthermore many of our pupils may engage in the vocation of teaching; they enter the field bearing the impress of the mold, and in imparting instruction pursue the same course which they by actual experience have learned. Viewing it thus, our responsibility seems to be doubled. We see even greater necessity than before for thorough preparation for the teaching of any branch. Our intellect is given us with the charge *to make the most of it*. The injunction, "Occupy till I come," has respect to our *intellectual* as well as to our moral nature. It includes the *whole man*. We are to obey this injunction "*by stirring up the gift*" that is within us—by working up and urging into action the dormant powers of the immortal germ. There must be life, and heat and movement within, or there can be no expansion and development without. The faculties of the intellect can never attain to their full development and power without *intense exercise*. This is the immutable and eternal law of their progress, and there is absolutely no substitute for it. We should always endeavor forcibly to impress this on the minds of our pupils and to teach them that each branch is a stepping stone to another which will unfold new and beautiful truths.

In a recent address on education, Prof. Loomis, author of "Mental and Social Culture," touched upon a principle too often forgotten in the raising of children. "The paramount business of a child," he said, "is *growth*. All else is subordinate. Food, play, clothing, work and education, all have value only as they contribute to this result. But healthful growth demands abundant exercise; and play is the child's exercise. It should therefore have a place to play in, clothes to play in, and things to play with. A child's play is not merely play; it is Nature's first lesson, wherein she gives simple instruction upon the great affairs of life. It is a grievous mistake to suppose that a child is learning nothing unless he has a book." But the development of the mental powers constitutes only a *part* of the teacher's work. Too many think that this completes their task. Education is of a triune nature. To educate the

head to *think*, the *heart* to *feel* and the body to *act* is the acme of an education.—*National Normal*.

"SYSTEM."

By A. MORSE, Principal North School, Hartford.

Are the mental powers, like the physical, progressive in their development? Do the intellectual faculties, the moral sentiments, like the appetites, unfold and acquire strength in obedience to fixed laws? If so, then is it not of the highest moment, that these laws be understood, recognized and strictly observed, in securing results which they control? It then becomes the primary object with the teacher, in the arrangement of a school, to study the character of children; in fact, no true teaching can commence except in harmony with the laws that control mental and physical growth. How vitally important, then, in forming classes, is it, that those of similar temperaments, habits, capabilities and attainments, be so arranged that there may be a symmetrical and harmonious unfolding of these elements, so that the one of slower growth or movement shall not retard another; nor shall the one discourage and vex the other by his quicker perception of the truth and greater readiness to grasp it; so A shall not have occasion to say that B answers all the questions, while he is thinking. It is a great mistake to suppose that all the members of a class are profited by the answers given by a few. The mental powers must be exercised in the expression of thought, as well as in the acquisition of it. The mind frequently comprehends an idea completely, but hesitates at the moment for words to utter it; hence the expression of thought, is as important as the conception of it. Indeed, if this habit is not formed, much if not all that is received into the mind, remains like seed in a cold ungenial soil; it does not germinate, it brings forth no fruit, it is lost. In a well classed school, conducted in

harmony with the laws of true mental growth, both these objects are secured at the same time. As the plants take root downward, receive nourishment from the soil, then shoot upward, receiving strength and vigor from the sunlight, the air and the shower, so will children acquire mental strength, vigor and energy from the instruction they receive, and will be able to give evidence of the same by intelligible expression. In the true arrangement of classes the well-trained and skillful teacher cannot but observe a wide difference in the expression of countenances, a great variety in the contour of heads, and will perceive as great a diversity in the temperaments of children, as in their faces; will mark the robust and burly figure of one, the tender, delicate and sensitive constitution of another, the phlegmatic and obtuse expression of a third. In the judicious classification, in all schools, this fixed law of differences and similarities should be recognized and obeyed. The observer of these laws will discover at once the impracticability of making the same demands of one as of another, or of assigning the same position, or imposing the same duties upon these widely diverse capacities, all of which may be found in the same school-room. Thus it will be seen, that, what is perfectly adapted and admirably suited to please and profit one, would be entirely out of place, ill-adapted and highly injurious to another. Hence we find upon the very threshold of our educational system, a demand for trained and skillful teachers, who shall discriminate and judiciously arrange the material, while in its most plastic state, which is to be molded and shaped for the future men and women, to whom are to be entrusted the destinies of the world. Yet this great work, the importance of which cannot be over estimated, has been, hitherto, in no small degree, entrusted to young ladies without skill or experience, and to young gentlemen without previous training or preparation for the work. We rejoice to know, however, that our Normal School is at present doing a glorious work in changing this old order of things, and we may indulge in the hope, that when its services are duly appreciated and we have two or three more equally good

institutions in our State, that the interests of education will not be regarded as of secondary importance, but will take rank as a controlling power.

Is it true, if you "mar the rind of the sapling, that the gnarled oak will proclaim the injury"? Is it not also true, that early training has something to do with the future man? The first and most important step is this true adjustment in the early discipline of children, so that the instructions imparted to one, shall not be lost upon another. There is probably no greater obstacle in the way of successful teaching, than inattention on the part of a portion of the scholars we are trying to instruct. The reason of this is, that the scholar does not understand the subject presented, or perhaps has no interest in the matter before the class, no desire to understand; if this is so, then here is a three-fold evil which should not be tolerated. The inattentive scholar annoys and disturbs the class, loses his own time, and confirms habits of indolence. How important, then, that members of the same class have a common interest, are in earnest, listen eagerly and receive with cheerfulness and gratitude, the instruction imparted. Make the inattentive one an interested one. This preparation of mind for the reception of mental food must precede the presentment of it.

This true condition of things regards the well-being of the child, physically as well as mentally. How delicate and tender should be the treatment of the sensitive one, in whose eye the tear starts at the first harsh or unkind word, and in whom growth and development can only be promoted by the greatest caution and delicacy of treatment. Let such be urged to the performance of tasks beyond their strength, or subjected to severe discipline, and the graveyard soon receives an addition to its members, and the vacant seat gives its admonition too late. Another, full of vigorous health and robust endurance, may be urged by any stimulus or inducement you can bring to bear upon his firm constitution and phlegmatic temperament, and like the hardy plant or the wiry animal, receives no harm from the pressure.

ORAL LESSONS IN LONGITUDE.

Those who recognize the value of a *mental drill* in any topic of Arithmetic, will not be slow to acknowledge the benefit to be derived from a mental drill in Geography.

The character of the *oral* teaching in Longitude must necessarily depend in a great measure upon the appliances at hand, and the ingenuity of the teacher; but the *mental drill* which comes, or ought to come, after the explanatory instruction, and which is so useful in vivifying that instruction, is a part of the work which need never be neglected for want of apparatus, or ability on the part of the teacher. And yet this mental drill in Longitude is seldom given, because nothing of the kind occurs in either the current geographies or arithmetics. I have prepared for this purpose the following lessons, which I hope will prove acceptable to my sister and brother teachers. The absolute correctness of the data is not claimed, nor is it any more important than the *real* prices of the articles which are made the subjects of calculation in the arithmetics.

GIVEN THE TIME TO FIND THE LONGITUDE.

Teach the class to *construct* not *memorize*, the following table:

24 h.	=	360 deg.
1 h.	=	15 deg.
1 m.	=	15 min.
1 sec.	=	15 sec.

The meridian of Washington is here considered the prime meridian.

Determine the longitude of each of the following places:

FOR MENTAL SOLUTION.

When it is noon at Washington, it is—

- 1—two minutes past at Annapolis;
- 2—Four minutes past at Norfolk;
- 3—Four minutes before at Wilmington;
- 4—Eight minutes past at Philadelphia;

5—Two minutes before at Richmond ;

6—Twelve minutes past at New York.

FOR THE SLATE.

7—Fifty-two minutes past eleven A. M. at Lynchburg ;

8—Forty-six minutes past eleven A. M. at Wheeling ;

9—Twenty-four minutes past twelve P. M. at Boston ;

10—Thirty-four minutes past eleven A. M. at Milledgeville.

FOR MENTAL SOLUTION.

11—When it is noon at Philadelphia, and eight minutes to twelve A. M. at Washington ;

12—Twelve at Lynchburg, and eight minutes past at Washington ;

13—Twelve at Boston, and thirty-four minutes past eleven A. M. at Washington.

14—Twelve at Nashville, and twenty minutes to one P. M. at Washington.

FOR THE SLATE.

15—Two at Washington, and twelve minutes past one at Cairo ;

16—Two at Washington, and twenty minutes to three at Eastport ;

17—Four at Washington, and four minutes to four at Quito ;

18—Six A. M. at Washington, and twenty-four minutes after six at Santiago ;

19—Noon at Washington, and eight minutes past five P. M. at Greenwich, Lon. of W.

20—Noon at Greenwich, and fifty-two minutes past six A. M. at Washington ;

21—Noon at Washington, and two minutes to nine A. M. at San Francisco ;

22—Longitude of San Francisco from Greenwich ;

23—Noon at Washington, and twelve minutes past five P. M. at Paris.

24—Longitude of Paris from Greenwich ;

25—Noon at Washington, forty minutes past twelve at Eastport, and twenty minutes past eleven at Nashville. Difference of longitude between Eastport and Nashville.

- 26—Sacramento is one degree east of San Francisco. Longitude of Sacramento from Washington; from Greenwich.

GIVE THE LONGITUDE TO FIND THE TIME.

Teach the class to construct the following table :

$$360 \text{ deg.} = 24 \text{ h.}$$

$$1 \text{ deg.} = 4 \text{ min.}$$

$$1 \text{ min.} = 4 \text{ sec.}$$

FOR MENTAL SOLUTION.

Determine the time at each of the following places, *when* it is noon at Washington.

- 1—Annapolis, thirty min. east ;
- 2—Richmond, thirty min. west ;
- 3—Norfolk, one deg. west ;
- 4—Wilmington, one deg. west ;
- 5—Philadelphia, two deg. east ;
- 6—Lynchburg, two deg. west ;
- 7—New York, three deg. east ;
- 8—Wheeling, three-and-a-half deg. west ;
- 9—Boston, six deg. east ;
- 10—Milledgeville, six deg. thirty min. west ;
- 11—Philadelphia, two degrees east—time at Washington when it is noon at Philadelphia ;
- 12—Boston, six deg. east—time at Washington when it is noon at Boston ;
- 13—Longitude of Boston and Santiago, six deg. east. When it is 4 p. m. at Boston, what is the time at Santiago ?

FOR THE SLATE.

- 14—New York, three deg. east. San Francisco, forty-five and-a-half deg. west ; when it is noon at New York, what time at San Francisco ?
- 15—Noon at San Francisco, what time at New York ?
- 16—Washington, 77 deg. west of Greenwich. What is the time at San Francisco, when it is noon at Greenwich ?
—*California Teacher.*

CONNECTICUT SCHOOL FUND.

By Secretary B. G. NORTHROP.

The School Fund is relatively diminishing. The amount distributed per capita lessens as the number of children increases. By reason of the depreciation of our currency or the increase of wages and prices, the one dollar per child now distributed is worth little more than one-third of the dollar and a half, once so distributed. This growing disparity enforces the recommendation of the Board of Education for the increase of the School Fund. With our ample wealth and ability to help those who most need help, should the State do less for the poorest district than did our fathers in their straitened circumstances? Their forecast and liberality in the face of comparative poverty and recent war, in providing so munificent a fund for us and our children, admonish sons worthy of such sires not to let that fund wane, when both our means and needs wax more and more.

In the General Assemblies of 1794 and 1795 when the School Fund Law was passed, able and earnest arguments were urged in favor of reserving the fund as a resource against State taxation.

The force of these pleas was felt, and they would have prevailed, had a narrow, shortsighted, or selfish policy ruled the day. But with far-seeing and self-denying liberality, these wise master-builders laid deep and broad foundations for an enduring structure, which they dedicated to the common school, to the mental and moral culture of generations yet unborn, as sacredly as was the temple in Jerusalem consecrated to the services of religion.

Though just emerging from the disasters of an expensive war, with currency still depreciated, industry deranged, manufactures crippled and commerce destroyed, these Christian patriots refused this proffered relief from their oppressive burdens of taxation, and consecrated this noble fund to the *future* weal of the Commonwealth. Had their

patriotism and self-denial failed in the hour of trial, and the fund been absorbed in relieving present taxation, how changed would have been the history of our Commonwealth. Shall we then laud our fathers but neglect their example? While we praise their foresight, shall we plan only for the present? A State like a family, though justly proud of its history, begins to degenerate when it no longer emulates its ancestral virtues. The indebtedness of Connecticut to the School Fund is beyond all calculation, and we can discharge that obligation only as we *practically* show, in the language of Geo. Peabody, that "Education is the debt due from the present to future generations." A noble motto as on a memorable occasion it fell from his lips, but truly sublime as illustrated by his life, whose more than royal munificence was devoted mainly to education.

The aid and encouragement given by the School Fund was the main source of the early preëminence of our schools. Relatively this fund was long the largest in this country. All honor to our fathers for their sagacity and liberality in founding public schools. They were the pioneers in this great movement. Their example has been a power in all this land, and is known and honored throughout Christendom. It has led to the adoption of other and even better systems in the newer States. Connecticut, in the language of Prof. Noah Porter "was once the star of hope and guidance of the world. She was the first to enter the lists, and was foremost in the race." All the text-books in Geogaaphy formerly lauded the school system of Connecticut. The United States census showed that in no other State were there so few adults unable to read and write. To this universal diffusion of education is due the development of the remarkable inventive talent, the number, variety and success of our manufacturing industries, and the great and growing wealth of our people.

I would urge the plan for the increase of the fund recommended by the Board of Education—namely, that the Commissioner be authorized to issue all future loans of money that may be received for the payment of existing loans, at seven per cent., and that one-seventh part of said

seven per cent. be always added to the principal of the fund to which the money paying such interest shall belong, and that all dividends forfeited by towns or districts, through failure to comply with the school laws, be added to the principal of the School Fund. This method is wise and practical. The change would be so gradual as hardly to be recognized by the people at large, and annually to affect a few "borrowers" only. Were the entire fund to be loaned at seven per cent. as it might be on good security, the change would involve no injustice, for the children of the State are entitled to the full benefit and fair income of the fund. Such a change would not cost a tithe of the self-denial and hardship practiced by the founders of the fund, in order to secure this invaluable legacy to our children. How much less the proposed plan of adding one-seventh of seven per cent. on new loans. These are trust funds, to be held with all their proper avails sacred to the one great purpose of popular education. It is a departure from this design when moneys borrowed from this fund yield to speculators and others from two to four per cent. more than is paid for the benefit of our schools.

It is claimed by some that the proposed plan of increasing the fund accords with the provisions of the Constitution, and would be for "the support and encouragement of the public, or common schools, throughout the State, and for the equal benefit of all the people thereof," and that it would not be diverting it "to any other use than the encouragement and support of public or common schools, among the several school societies, as justice and equity shall require." It certainly does accord with the spirit, and as many judge, with the letter of the above requirement. There can be no constitutional objection to providing by law that the rate of interest of the whole fund should be increased to seven per cent., thus securing an addition of over \$20,000 to the amount annually distributed for support and encouragement of public schools.

FROM THE "SCHOOLMASTER'S" QUERY BOX.

What are the indications of a slack teacher?

Some of the most apparent are these: A floor littered with paper and other refuse; teacher's table strewn with books, papers, fragments of paper, pencils, chalk, etc.; blackboards disfigured with unsightly and uncouth figures, and ill-arranged solutions and sentences; children sitting at all angles of inclination, and facing all the points of the compass; desks covered with unused books and papers, and daubed with ink and pencil marks; the children's books disfigured with pictures of things real and imaginary, interspersed with names and descriptions of the same, till hardly a page is left unmarred; dilatory habits in complying with necessary requirements; allowing pupils to fall into lax and careless habits of doing everything—such are some of the most patent indications of a careless teacher. By these they may be invariably known. And the effect of such teaching upon the minds of the pupils is similar to that upon the room itself—confusion and laxness, greater evils if possible than downright viciousness.

Can such teachers become careful, methodical and tidy?

Sometimes; generally, however, the trouble is inherent, and requires for its correction a more tenacious will and continuous self-discipline than they have the inclination to practice, and hence they do not very frequently improve, but rather grow worse by continuance in the school-room. Scarcely anything is impossible, however, if one *chooses* to effect it; but of course the effort must be great and continuous, often a painful one. "All reform must come by pain."

Are such teachers successful as instructors?

No. They fail to secure attention, and to awaken the energies of the pupils, without which there will be little progress. The mental habits formed and allowed, to say nothing of other pernicious habits, do the pupils more

damage than the efforts of the teacher do good, and hence they cannot justly be said to be successful, though they may through friends and interested persons secure some reputation. The successful teacher arouses the mental and moral forces of the pupils, and directs their action to desired and definite results.

HOW TO AWAKEN AN INTEREST IN PUPILS.

The true teacher has a knack of finding his way into children's hearts and winning their confidence. They feel that he is their friend and always has something to tell them. He is wide awake himself; full of sincere, earnest, persevering interest in his pupils. And is not here the secret of enthusiasm in the school-room? There is no need of compromising true dignity or stooping to undue familiarity. The danger with many is to the other extreme. I have vivid recollections of a teacher in by-gone years. Her own dignity was a wrap of frozen snow. She seemed to think of nothing so much as her authority. Her tones were calm, changeless, expressing neither love, surprise, nor anger; only dignified reproof and authority. She had very much the air of one thinking it impossible that a pupil should dispute *her* will. We might flounce out of the room and slam the door; yet she would seem so utterly unconscious that it was because we were angry with her that, on the whole, there was little need of fretting, and the most comfortable thing was to obey. Of course, her orders were usually judicious, and more conducive to our happiness than our own willful plans would have been; yet we could not help feeling that a little human kindness would have made it more pleasant to obey.

Children read character intuitively, and will respect whatever commands respect. Assumed cloaks of dignity will avail nothing. Instability and awkwardness will awaken disgust; a cold and heartless manner will arouse the spirit of mischief or of sullen defiance.

Every school-room is full of enthusiasm, and unfortunate is the teacher who has not sufficient decision of will to restrain and control it, or who, for the want of wisdom and tact, crushes and kills it instead of directing it to some useful end. What *human* heart could wish to crush the life and spirit that manifests itself in throwing paper wads, chewing gum, or whispering? Why not pleasantly say, "Flora, come and sit by me, and whisper all you wish"; "John, I was just wanting a knife to sharpen this pencil: bring yours, please, and I'll keep it for you a week"; "Henry, take everything from your mouth except your teeth and tongue, close your eyes, and study with your lips, and see how much you'll learn"? "Some one threw a paper wad across the room. Will the boy that did it raise his hand?" No hand appears. "The boy has forgotten it: he must have a poor memory. Now, boys, one of you did that; without meaning much harm, perhaps. I want the one that did it to acknowledge it and promise not to do so again." Slowly a hand appears aloft, and paper wads are to be manufactured no more. A boy that would himself inflict punishment upon another with a pin ought to be whipped on the spot. Such enthusiasm is too sharp.

I asked a friend, the other day, what he would do with a certain boy. "I'd kill him," was the reply. The person referred to has a happy faculty of governing rollicking boys at home, and would be the last person in the world to kill any one. The effect of his words upon me was better than a solemn discourse would have been—the extreme remedy suggesting a milder, though an efficient one; and the boy was killed in a certain way.

Extreme cases are rare; seldom, if ever, is it necessary to behead a whole school.

A few years ago, in the city of Peoria, there was a school—it may have been mine, and it may not have been, it matters not; enthusiasm in that school was at a very low ebb. If any unfortunate pupil showed the least symptom of coming to, it was soon shaken or knocked out of him. The object of life was not to learn to be wiser, better and

happier, but simply to hear the clock tick. One morning, immediately after religious exercises, the teacher said, "Scholars, I expect the superintendent will be in some time this morning (a rare thing in those days,) and I want you to be very still. If I hear a pencil drop or see any one look off his book while he is in here, I'll give you such a whipping as you never had in all your life." The superintendent came, and they were very quiet; but she did not praise them for it afterward. She forgot that the happiness of life is made up of minute fractions—the soon-forgotten charities of a kiss or smile, a kind look, or a heartfelt compliment.

Even grown persons live more on fun than on philosophy. The former they can absorb at any time; the latter, only occasionally. Funny things often happen in school; let them be enjoyed by teacher and pupils. Each will afterward attend to his duty with greater zest than before.

A good beginning, each day, is a sure foundation-stone on which a day's work will stand forever. It is *well* to be in the school-room twenty minutes before nine.

How many of us are careful to say a pleasant good-morning, especially to dull Johnny or James, and ask him if he is going to spell every word in his lesson to-day? Let scholars feel that they are on the same side with the teacher; not that there is a rough wall of ferules and ill feeling between, and a pitched battle going on all the time. A few weeks ago, I put one of the girls in class A into class B. She cried most bitterly. I felt sorry for her, and told her so. She finally brightened up in more senses than one, and the result was most satisfactory. There was a boy who did well in everything except spelling. He seemed to study in school, but would miss not only the first but every word in recitation. He would take his book home at night if I saw that he did it; but I did not see him study at home nor notice any better results next day. I told him he might go into the first class, if he would try and keep up; that his only trouble would be in spelling. He never misses more than one or two words in a week, which is pretty well, considering the boy and McGuffey's Spelling-book.

Sympathy, encouragement, promotion, keeping in at recess, downright sober talk, perhaps something stronger, are remedies for pupils in different stages of indolence. In fact, there are as many ways of awakening ambition as there are scholars in a room. Each pupil should have the fact impressed upon his mind that definite, distinct work is assigned him personally; that the work must positively be done; that another can no more learn a lesson for him than he can eat and drink for him.

It has been said that a teacher's face should be non-committal. I think not. Let the expression and the expectation be that each scholar knows his lesson when the class is called. One may sometimes be surprised to find they don't of course; but take it for granted that they do until the contrary is proven. Recognize each one's individuality and ability, and if praise is deserved, give it ungrudgingly.

A boy who goes to the Second District, said to me, the other evening, "Why, it makes one feel so ashamed to fail in recitation. She don't scold or say much. I don't know what it is; something in the way she looks, I guess. And then if any one does study and do well, she knows it. She gives the back seats to the best scholars, and don't watch them all the time; and it makes one feel so different to be trusted. I tell you, we're going to have the best school in the building."

It is as difficult to tell how to cultivate self-reliance as it was for that boy to tell why he felt ashamed to fail in recitation. There is an intangible something in the way people meet us that makes us conscious of recognition or slight. In the school-room there are various motives to appeal to. Fear of punishment and failure in examination are not the highest. All prompting should, of course, be avoided, assistance being given only at the proper time; and then the child should not be taken up and carried, but led or guided, and even sent out on explorations alone. Let a child realize his identity and awake to a consciousness of his own ability. The faith that he can do and the happiness he finds in doing will teach him to be truly self-reliant.—
Miss Lizzie Couch, in Illinois Teacher.

EDITORIAL.

CONNECTICUT NORMAL SCHOOL.

The whole number of pupils in the Normal School during the present year is 148 ; gentlemen 18, ladies 130.

The standard of admission, though advancing, is by no means as high as we hope to see it. This school must adjust itself to the educational condition of the state. The requisites for admission are already above the standard of many school visitors in their examination and approbation of teachers. Some of those admitted, with the lowest attainments, have previously taught, and if rejected here, were likely to teach again. This class have been earnest and faithful members, and though often remaining less than a year, and sometimes but a single term, still made commendable progress. They will no doubt be better teachers by reason of a brief Normal drill. These transient members, worthy as they may be, should not be confounded with the regular graduates of the school, nor should it be held responsible for failing to accomplish in two, three or six months what usually and properly takes two years.

The chief aim of the Normal School is to train teachers, not for High schools, of which there are comparatively few, but for the common district schools, and the several departments of our graded schools. The primary and lower schools are the ones which need the highest skill and tact both in the methods of instruction and the incentives used. The scholar in the primary grade must rely more on the guidance, instruction and stimulus of the teacher than the student in the High School, who is largely confined to text books, and can better help himself. In the primary school, book lessons are but a fraction of the means requisite for training the juvenile mind and heart.

The great majority of the children is found in the common schools, which are the only hope of the masses. Their children, as a rule, must be educated here or nowhere. This fact should shape both the course of study and the methods of instruction here adopted. Hence the importance of the most skillful instruction in the elements—such as will give an impulse in the work of self-culture to the great number who leave school at an early age to enter upon business. Bungling processes in the primary school often induce lasting dislike of books and hatred of school, as, on the other hand, the skill, tact and enthusiasm of the trained teacher may induce fondness for study and school. Let the love of knowledge be early planted, and the germs will ripen to a golden harvest. Skillfully and thoroughly arouse the faculties of the juvenile mind, and study becomes a pleasure. Edward Everett well said, "In education, the method—the *method* is everything." Thoroughness in primary instruction will become a habit and repeat itself in all that is to follow, while failure here means failure everywhere. Blundering at the start brings discouragement, if not despair, with early abandonment of books and schools, while a right beginning may awaken a hungering and thirsting for knowledge which the most liberal culture can never satiate.

Normal Schools are multiplying rapidly over the country. New Hampshire has just organized one at Plymouth, and secured large buildings and an ample boarding house. Massachusetts has just appropriated \$60,000 for a new Normal School at Worcester, that city contributing \$15,000 additional. Rhode Island, a few months since, passed a law appropriating annually \$10,000 for a Normal School in Providence, besides \$1,000 to aid in paying the board of indigent members. Now each of the New England, and nearly all the other states, have one or more Normal Schools. Eleven such institutions have been established, in different parts of the country, during the past year. They were never before growing so rapidly, both in number and public favor. Alike in Europe and this country, they are now regarded as an essential part of every thorough system of public instruction. They are no longer an experiment. Their results have disarmed opposition and multiplied friends.

It has been said: "The teacher, like the poet, is born, not made. Teaching is a gift. It comes by nature, and depends mainly upon tact." With as much truth a man might be said to be born a shoemaker, blacksmith, preacher or doctor. His natural adaptations and characteristics should determine his choice of a profession or pursuit. But whatever may be one's natural endowments, thorough training for his future trade or profession is essential to develop his native gifts and ensure his highest efficiency and success.

NOTES ON THE NEW ENGLISH SCHOOL LAW.

The "code of regulations" for elementary schools has lately appeared, and several points seem worthy of notice.

It will be remembered that the schools are supported partly by voluntary subscriptions, partly by payments by scholars, and partly by government grants proportioned to the efficiency of the school. The provisions of the new law for the support of schools by property tax in districts where present schools are unsatisfactory, have not yet gone into practical operation. No government grant will be made unless the school-rooms are satisfactory to the Inspectors, and contains not less than eighty cubic feet per scholar. The teacher must have a government certificate, based upon experience in teaching, as well as upon book knowledge. Girls in the school must have been taught needle-work and cutting-out. At least four hundred half-day sessions in the year must be held, (equivalent to an eight months' school.) An annual examination is held by inspectors, and an additional allowance is made on account of the number of scholars present at examination who have attended not less than two hundred and fifty sessions, and passed examination in reading, writing or arithmetic. Extra grants are made on account of scholars passing in certain extra studies named. Military drill counted as attendance, not exceeding two hours per week for twenty weeks.

The following are the "standards" of examination, each grade being supposed to represent one year's work:

I.

Reading.—One of the narratives next after monosyllables in an elementary reading book used in the school.

Writing.—Copy in manuscript character a line of print, and write from dictation a few common words.

Arithmetic.—Simple addition and subtraction of numbers of not more than four figures, and the multiplication table to multiplication by six.

II.

Reading.—A short paragraph from an elementary reading book.

Writing.—A sentence from the same book slowly read over and then dictated in single words.

Arithmetic.—Multiplication table, and any simple rule as far as division.

III.

Reading.—A short paragraph from a more advanced reading book.

Writing.—A sentence slowly dictated once, a few words at a time from the same book.

Arithmetic.—Compound rules; money.

IV.

Reading.—A few lines of poetry or prose.

Writing.—A sentence slowly dictated, a few words at a time from a reading book used in the first class in the school.

Arithmetic.—Compound rules. (Common weights and measures. Only useful tables need be taught.)

V.

Reading.—A short ordinary paragraph in a newspaper, or other modern narrative.

Writing.—A similar paragraph slowly dictated once, by a few words at a time.

Arithmetic.—Practice, or bills of parcels.

VI.

Reading.—To read with fluency and expression.

Writing.—A short theme or letter, or an easy paraphrase.

Arithmetic.—Proportion, vulgar and decimal fractions.

After April 1, 1873, no child over nine to be examined in Standard 1. After April, 1874, none over nine to be examined in Standard 2. No scholar hereafter to be examined twice in same standard.

SALARIES.

In New York City the salaries paid to the Male Principals of schools are based upon the average attendance of their respective departments for the year ending on the preceding thirty-first day of December, and is as follows, viz: For each school having not more than one hundred and fifty pupils average attendance, two thousand two hundred and fifty dollars. For each school having more than one hundred and fifty and not more than three hundred average attendance, two thousand five hundred dollars. For each school having more than three hundred and not more than five hundred average attendance, two thousand seven hundred and fifty dollars. For each school having more than five hundred average attendance, three thousand dollars.

In St. Louis they pay the lowest primary teacher a higher salary than other primary teachers, making it a promotion to teach in the lowest grade; the highest grammar teacher likewise receives a greater salary than other grammar teachers, thus making higher and lower grades of equal importance.

OUR ADVERTISERS.

We desire to call the attention of our readers to the advertisements of this Journal. The advertisers are among the very best publishers in this country, and present valuable publications for all classes, especially for teachers. Those advertising in this number are Clark & Maynard, New York, Anderson's Histories; Robert S. Davis & Co., Boston, Greenleaf's Mathematics; Henry H. Peck, New Haven, School Books; Charles Scribner & Co., New York, Guyot's Geographies; Cowperthwait & Co., Philadelphia, School Books; E. H. Butler & Co., Philadelphia, Mitchell's Geographies; Thompson, Bigelow & Brown, Boston, Methods of Classical Study; O. P. Case & Co., Hartford, Camp's Physical and Political Outline Maps.

The National Educational Association is to meet at St. Louis upon the 22d, 23d and 24th days of August next. This Association embraces as departments, (1) "Department of Higher Education," with Charles Eliot, LL. D., President of Harvard University as presiding officer; (2) "Superintendents' Section," with Hon. W. D. Henkle, of Ohio, as President; (3) "Normal Section," presided over by S. H. White, of the Peoria Normal School, Ill.; (4) The "Common School Section," with E. A. Sheldon, of Oswego, N. Y., as President. The several sections will hold meetings simultaneously during a portion of the days named. The remainder of the time will be occupied by the sections in joint convention. We give below the programme as far as completed. The programme of the Department of Higher Education and Superintendents' Section is not as yet complete.

TUESDAY, AUGUST 22d.

10.00 A. M., Meeting of General Association for organization. Brief Addresses. Appointment of Committees.

11.00 A. M., Meeting of Sections for Organization.

Recess.

SECTION MEETINGS.

I.—Department of Higher Education.

II.—Normal Section.

2.30 P. M., Paper by R. EDWARDS, President Illinois Normal University, on *Model Schools in connection with Normal Schools.*

Discussion of the same by Miss ANNA C. BRACKETT, Prin. St. Louis Normal School; J. H. HOOSE, Prin. State Normal School, Cortland, N. Y.; and WM. F. PHELPS, Prin. State Normal School, Winona, Minn.

III.—Superintendents' Section.

IV.—Elementary Section.

2.30 P. M., *Methods of teaching Reading*: Hon. E. E. WHITE, of Ohio.

Discussion of same.

4.00 P. M., *Method of teaching Language*: Prof. D. H. CRUTTENDEN, New York.

Recess.

8.00 P. M., Address: probably by Hon. W. H. RUFFNER, of Virginia.

WEDNESDAY, AUGUST 23d.

SECTION MEETINGS.

I.—Department of Higher Education.

II.—Normal Section.

9.00 A. M., Paper by CHARLES H. VERRILL, Prin. State Normal School, Mansfield, Pa., on *A Graded System of Normal Schools*.

Discussion by GEO. M. GAGE, Prin. State Normal School, Winona, Minn.; and others.

III.—Superintendents' Section.

IV.—Elementary Section.

9.00 A. M., *Methods of teaching Drawing*: HENRY C. HARDEN, of Mass.

Discussion of same.

10.30 A. M., *Philosophy of Methods*: JOHN W. ARMSTRONG, D.D., of N. Y.

Discussion of same.

Recess.

GENERAL ASSOCIATION.

2.30 P. M., Discussion—*How far may the State provide for the education of her children at public cost?* Hon. N. BATEMAN, of Illinois; H. F. HARRINGTON, Esq., of Mass.; W. T. HARRIS, Esq., of Missouri; W. W. FOLWELL, of Minnesota.

5.00 P. M., Miscellaneous Business.

Recess.

8.00 P. M., Address by Hon. B. G. NORTHROP, of Conn.; subject: *Compulsory National System of Education Impracticable and Unamerican*.

8.45 P. M., Discussion of same, in short speeches not exceeding ten minutes each.

THURSDAY, AUGUST 24th.

SECTION MEETINGS.

I.—Department of Higher Education.

II.—Normal Section.

9.00 A. M., Paper by J. W. ARMSTRONG, D.D., Prin. State Normal School, Fredonia, N. Y., on *Principles and Methods, their character, place and limitation, in a Normal Course*.

Discussion by M. A. NEWELL, Prin. State Normal School, Baltimore, Md.; W. A. JONES, Prin. State Normal School, Terre Haute, Indiana; and others.

III.—Superintendents' Section.

IV.—Elementary Section.

9.00 A. M., *Methods of teaching Geography*: MARY HOWE SMITH, of New York.

Discussion of same.

10.30 A. M., Discussion—*What constitutes a good Primary Teacher?*

11.30 A. M., Miscellaneous business and election of officers.

Recess.

2.30 P. M., Paper by A. J. RICKOFF, Esq., of Ohio: Subject—*Place and Uses of Text-Books.*

3.00 P. M., Paper by THOMAS DAVIDSON, Esq., of Mo.: Subject—*Pedagogical Bibliography—its possessions and its wants.*

3.30 P. M., Paper by ALFRED KIRK, Esq., of Illinois: Subject—*What Moral uses may the Recitation subserve?*

4.00 P. M., Discussion of Mr. RICKOFF's paper.

5.00 P. M., Election of officers and other business.

Recess.

8.00 P. M., Address: THOMAS HILL, D.D., of Waltham, Mass. Subject — — —

There will be papers and discussions upon the following subjects:

Report on Academies and High Schools, as Preparatory Schools for Colleges: Prof.

LLEWELLYN PRATT.

Superior Instruction in relation to Universal Instruction: Hon. JOHN EATON, JR.

Modern Mathematics in the College Course: Prof. T. H. SAFFORD.

A Report on the Pronunciation of Greek and Latin.

Discussion on College Degrees.

All the hotels of St. Louis have very generously reduced their rates to delegates attending the convention, Certificates of Membership being presented at time of settlement of bills.

Correspondence is in progress with railroad lines, for reduced rates, and the results will be announced in due time.

J. L. PICKARD, Pres. Nat. Ed. Association.

[We hope to be able to announce in the next JOURNAL at what rate round trip tickets from New York can be obtained.]

ANNALS OF EDUCATION.

NOTES ON THE NEW HAVEN SCHOOLS.

RESIGNED.—On account of ill health, Miss Bessie C. Blakeman has withdrawn from the position she has so long and so usefully filled, as a teacher in the public schools of New Haven. Her whole term of service covers a period of twelve years, and during the past nine years she has had charge of the room next below that of the principal of the Eaton School. Few teachers leave behind such a record as hers, in respect to devotion to her work, success in her efforts in imparting instruction, and the universal esteem which she has secured from her pupils and associates, and the patrons and friends of the school.

THE ANNUAL EXAMINATION of all the schools, and promotion of classes occurred during the last month of the term, ending April 21st.

In all below the High School a careful examination of all the classes was made by the principals, by which the attainment and relative rank of each pupil was determined.

A thorough, written examination of the classes in the High School, occupying a week, was made by the teachers. A public, oral examination, occupying one day, took place in the presence of the parents and friends of the pupils.

On Friday, April 14th, the graduating exercises of the senior class, occupied one day. These consisted, in part, of declamations and readings by pupils of the lower classes, and vocal music by the school; but chiefly by the reading of essays written by members of the graduating class. The Diplomas were presented by the Superintendent of Schools, and brief speeches followed by B. G. Northrop, Secretary of the State Board of Education, and other gentlemen present.

The following are the names of the graduates of 1871, and the subjects of the essays read on the occasion:

Mary E. Root, "Beginning and End," with Salutatory; Margaret A. Byrne, "Battle Fields;" Mary E. Willoughby, "From Ocean to Ocean;" Lizzie A. Bradley, "Adrift and at Anchor;" Sarah M. Hanover, "Life's Changes;" Inez E. Nettleton, "The Italy of to-day;" Frances I. Andrews, "The Cover off;" Sarah A. Goodrich, "A gathering of Acquaintances;" Mary C. Strickland, "Class History;" Sarah J. Gibson, "When my Ship comes in," with valedictory address.

At the beginning of the year a number of prizes were offered for excellence in scholarship, spelling, attendance and deportment. These were awarded at the close of the exercises, to the following individuals:

SCHOLARSHIP.

First, Miss A. S. Johnson; Second, Miss A. T. Somers; Third, Miss M. E. Weld.

SPELLING.

First, Miss L. A. Bradley; Second, Miss S. J. Gibson; Third, Miss A. E. Carll.

ATTENDANCE AND DEPORTMENT.

Mr. W. A. Pratt, Mr. W. Gibson, Mr. R. Gibson, Mr. F. Chamberlin, Mr. W. Roberts, Miss S. J. Gibson, Miss M. L. Johnson, Miss S. E. Thatcher, Miss A. T. Somers, Miss A. S. Johnson, Miss F. I. Andrews, Miss L. A. Bradley, Miss Byrne, Miss H. M. Roberts, Miss H. A. Sperry, Miss M. P. Moffatt.

NEW SCHOOL HOUSES.—At a meeting of citizens of New Haven, May 4th, a vote was passed, by a large majority, to add \$50,000 to an appropriation of the same amount already made, making a total appropriation of \$100,000 for a new building. As the site of the old house is to be occupied by the new one, no expense for land will be required, and the whole amount appropriated will consequently be expended for the new edifice. The elevation already drawn, with the plans of construction, indicates clearly that the Board of Education intend to erect a structure that shall be an ornament to the city. The only question now to be settled is whether the front shall be of iron, or brick and stone.

A new primary school building, of four rooms, one story, similar to the Edwards street house, is to be ready for occupation at the opening of the September term. The foundations are laid, and the work is proceeding rapidly.

The cost, including land, will be about \$15,000. The location is on the corner of Oak and Greenwood streets.

Land has been purchased, and arrangements partly made, for building a primary house on Division street, like the one on Edwards street.

MR. JOSEPH GILE, Principal of the Eaton School, has resigned the position he has held for the last three years.

THE LEGISLATURE OF MICHIGAN, which has just adjourned, passed a compulsory attendance law, which is Prussian in its character, but modified so as to be American in its application. The friends of education in that state seem to be jubilant over the result. Michigan has the honor of being the first state in the republic to adopt a straightforward system of compulsory education. As this is a question that is receiving the attention of educators and legislators at the present time, it may be interesting to many of our readers to know the text of the law. This we reprint in full:

AN ACT TO COMPEL CHILDREN TO ATTEND SCHOOL.

SECTION 1. *The People of the State of Michigan enact*, That every parent or guardian in the State of Michigan, having control and charge of children between the ages of eight and fourteen years, shall be required to send such children to a public school for a period of at least twelve weeks in each year, at least six weeks of which shall be consecutive, unless such child or children are excused from such attendance by the board of the school district in which such parents or guardians reside, upon its being shown to their satisfaction that his bodily or mental condition has been such as to prevent his attendance at school or application to study for the period required, or that such child or children are taught in a private school, or at home, in such branches as are usually taught in primary schools, or have already acquired the ordinary branches of learning taught in the public school; *Provided*, In case a public school shall not be taught for three months during the year, within two miles by the nearest traveled road, of the residence of any person within the school district, he shall not be liable for the provisions of this act.

Sec. 2. It shall be the duty of the director of every school district, and president of every school board within this state, to cause to be posted three notices of this law in the most public places in such district, or published in one newspaper in the township for three weeks, during the month of August in each year, the expense of such publication to be paid out of the funds of said district.

Sec. 3. In case any parent or guardian shall fail to comply with the provisions of this law, said parent or guardian shall be liable to a fine of not less than five dollars, or more than ten dollars, for the first offense, nor less than ten or more than twenty dollars for the second and every subsequent offense; said fine shall be collected by the director of said district in the name of the district, in an action of debt, and when collected shall be paid to the assessor of the district in which the defendant resided when the offense was committed, and by him accounted for, the same as money raised for school purposes.

Sec. 4. It shall be the duty of the director or president to prosecute any offense occurring under this act, and any director or president neglecting to prosecute for such fine within ten days after a written notice has been served on him by any tax-payer in said district, unless the person so complained of shall be excused by the district board, shall be liable to a fine of not less than twenty or more than fifty dollars, which fine shall be prosecuted for and in the name of the assessor of said district, and the fine, when collected, shall be paid to the assessor, to be accounted for as in section three of this act.

STEPHEN COLWELL, who died at Weymouth, N. J., a few weeks ago, bequeathed an exceedingly valuable library of 5,000 volumes to the University of Pennsylvania. He gave to the same institution \$5,000 for the Professorship of Social Science. The will also gives to the College of New Jersey, Princeton, \$30,000, provided that a chair of political economy be founded under certain provisions which he has made.

WATERBURY.—In place of the High School building burned last December, Waterbury is to have two fine buildings for school purposes, the first to be completed before the end of the year.

A CONVENTION of the German teachers of the United States is to be held in Cincinnati during the first week of August next. Teachers are expected from all parts of the Union, in number about five hundred. This is the second convention of the kind, the first having been held at Louisville last year.

THE TEXAS LEGISLATURE has just adopted a common school system for that state, in which compulsory education is a prominent feature. A term of schooling not less than four months in each year is required of "all the scholastic population." The school directors of the several districts may separate the whites and the blacks, if in their judgment "the peace and success of the school and the good of the whole may require," or they may require the attendance of blacks and whites in the same school. The experiment of compulsory education and mixed schools will, therefore, be inaugurated by Texas.

NEW YORK CITY.—S. S. COX'S CADETSHIP.—Through the kindness of Hon. S. S. Cox, two cadetships, one for West Point, the other for Annapolis, were offered for competition to the boys attending the public schools in the Sixth Congressional District. The examination was held on Saturday last at Grammar School No. 41, in Greenwich avenue. A. J. Mathewson, Esq., School Trustee of the Ninth Ward, presided, and the examination was conducted by Mr. B. D. L. Southerland, Principal of Grammar School No. 3, and Messrs. Forbes and Baker. The decision as to the merits of the candidates was in the charge of Hon. Bernard Smyth, President of the Board of Public Instruction; Henry Kiddle, Esq., City Superintendent of Schools; and Thomas Hunter, Esq., President of the Normal College. The contest was a severe one, showing thorough training, and was participated in by seventeen bright contestants. The committee decided as the successful candidates, Heman Dowd, of Grammar School No. 55, and Stephen Jenkins, of Grammar School No. 11. The former chose West Point, and the latter Annapolis, as the field of their future studies and fortunes.

SCIENCE IN THE SCHOOLS.—Recently a deputation of the Eighteenth Ward School Club waited upon Commissioner Sands to thank him for his address, advocating the introduction of the natural sciences as branches of public instruction into the public schools. The deputation consisted of Professor Mulrenan, the President, the Secretary and other officers of the Club. Commissioner Sands received the deputation graciously, and said he was glad to have such support from the people. During the conversation the Commissioner said he believed the agricultural and mineral resources of the country were yet

far from being developed. We could not have too much skillful labor. He had been working for years to turn the attention of the working classes to the wonderful industrial resources of this country. We had few native scientific men, and even in this city it was difficult to get a good chemist.

CALIFORNIA.—The Normal School at San Jose is not a recently established school, as we had it in our April number. It has only changed base, and is about to move into a new building. California school men are discussing the question, "By what means shall a ten months' school be secured for every school district in California—the poorer and smaller, as well as the larger and richer ones." This is one of the prominent questions to be discussed in the State Teacher's Institute, which will meet in San Francisco in September next.

MICHIGAN.—An historical address recently delivered before the teachers of Detroit, by the Hon. Wm. D. Wilkins, included a compliment, said to be well deserved, to Miss Sara J. Russell, now assistant preceptress in the Adrian High School, who "straightened out" some of the worst schools in Detroit a number of years ago. Mr. W. closes it by saying: "She was a born governor. There is no telling where she would have stopped, had she remained with us. She might have been Principal of the High School, President of the Board, or Mayor of the city. There was nothing that that little woman wanted to do, that she couldn't do."

THE NATIONAL TEACHER for May has an excellent article from Newton Bateman, State Superintendent of Illinois, in opposition to uniformity of textbooks in all the public schools of a state. This is supplimented by a vigorous editorial from the pen of E. E. White, who takes similar views, and gives additional reasons in support of them.

OHIO.—The recent report of the Commissioner of Common Schools shows that there has been an increase in the number of male teachers and a decrease in the number of female teachers during the past year.

Ohio has a State Board of Examiners. By the law establishing this Board, they are "authorized to issue state certificates of high qualifications to such teachers as may be found upon examination to possess requisite scholarship, and who may also exhibit satisfactory evidence of good moral character and of eminent professional experience and ability." To enable the examiners to exercise this authority judiciously, each candidate is required:

1. To present to the Board testimonials of success in teaching covering a period of five or more years, from Boards of Education, Directors, Trustees, or those in whose employment he or she may have been.
2. To present testimonials of good moral character from well known and responsible persons.

Certificates are not graded. Candidates are examined in the following branches: Orthography, Reading, English Grammar, English Literature, History, Geography, Arithmetic, Algebra, Geometry, Physiology, Natural Philosophy, Constitution of United States, and Theory and Practice of Teaching. Certificates granted by the Board are valid in any public school in Ohio for the life time of the holder, unless revoked by the Board.

IN ST. LOUIS they give their grammar teachers forty pupils each, primary sixty. The lower grades spend most of their time in reading and spelling.

Using Leigh's method, they teach first the character representing the sound and then the sound itself; hence the word method is not used.

AN EDUCATIONAL BILL has been introduced into the Ontario Assembly, making all schools free and the attendance compulsory, adding the study of natural history, chemistry and agriculture to the courses, and establishing industrial schools.

THIRTY YOUNG WOMEN have entered the different departments of the Michigan University. A correspondent of the *Nation* says:

"So far are they from injuring scholarship here, that by their earnestness and fidelity they are rather stimulating it; and their presence is beginning to give all utterances in the class-rooms just that delicacy, that civil, chaste and humane tone which the recognition of women among the readers of books has been giving to English literature for the last hundred years."

PERIODICALS.

THE AMERICAN MONTHLY

for June is received. Its leading article, on the "Science and Art of Teaching," is well written and sensible. Many teachers would be stronger and better fitted to perform the duties they assume, if they would read and heed the suggestions which Mr. Le Vaux presents. The scope of the *Monthly* is broader and style more trenchant than most of our educational journals. Its educational bureau, through which teachers may secure positions, and schools may be supplied with teachers, has become a very important medium of exchange. It affords great facilities for bringing together teachers and school committees with reverence to employment. Published by J. W. SCHERMERHORN & Co., 14 Bond street, N. Y.

ALABAMA JOURNAL OF EDUCATION. A Southern School Journal
April, 1871. Edited by JOSEPH HODGSON, State Superintendent of
Public Instruction.

This is the *first number* of the *first volume* of an educational journal from one of the Southern States which bids fair to take the lead in education, enterprise and a speedy return to prosperity. It comprises over fifty pages of matter, exclusive of an "official department," in which the state superintendent communicates his instructions to subordinate school officers. Herein, also, acts of the General Assembly in relation to public instruction and the constitution of Alabama are published. We extend a cordial welcome to this new journal, and wish it abundant success.

PUBLIC SCHOOL JOURNAL. Published by STOUT & COUGHLIN, New
York.

This is an educational weekly recently started. It is primarily devoted to the interest of the public schools of the great metropolis; but it will contain much that is appropriate and useful to schools generally. As New York

spreads out in every direction, except toward the sea, and crowds up the Shore Line into Connecticut, whatever is of interest to the city proper must be in a measure to the suburbs and towns closely linked to it. The editorials of this journal seem to be vigorous, and the articles are on topics of present interest. The price of subscription is \$2.50.

THE BOOK WORM

is by no means a repulsive reptile, as one might suppose. As it issues monthly from the College Book Store, it exhibits attractions which induces everybody to desire to handle and examine it. Number 3, for May, contains extended and excellent suggestions in relation to several recent publications, and a full catalogue of new books of the month. Those who wish to know what is coming from the press in the book line, will find this paper a valuable aid.

THE NEW ENGLAND HOMESTEAD. Published at Springfield, Mass., by
HENRY M. BURT & Co.,

comes to us freighted with all that anybody needs to learn about "The Farm, the Orchard, the Garden and the Fireside." Moreover it has an educational department, richly furnished with original and selected articles, by experienced educators, whose names are a sufficient guaranty that mental culture shall be happily and successfully combined with the processes of agriculture. Its Miscellaneous and Fireside departments are filled with instructive and entertaining matter, which cannot fail to be attractive and profitable to all members of the household, young and old.

RECEIVED.—Seventeenth Annual Report of the Board of Education, Oswego, N. Y. By kindness of V. C. Douglass, Secretary.

School Laws of New Jersey, from Superintendent E. A. APGAR.

Report of School Committee, Springfield, from Superintendent E. A. HUBBARD.

TEACHERS' MAGAZINES.

Many teachers would like to subscribe for more than one educational magazine, but do not know the names of the different journals, or whom to address. For the benefit of such we publish below a list of such as we are accustomed to find on our table. Any one of these we can heartily endorse:

The Rhode Island Schoolmaster. T. B. STOCKWELL, Editor, Providence, R. I. \$1.50.

The Illinois Teacher. S. H. WHITE, Editor, Peoria, Ill. \$1.50.

The National Normal. R. H. HOLBROOK, Editor, Cincinnati, Ohio. \$1.50.

The National Teacher. E. E. WHITE, Editor, Columbus, Ohio. \$1.50.

The Ohio Educational Monthly. E. E. WHITE, Editor, Columbus, Ohio. \$1.50.
American Educational Monthly. J. W. SCHERMERHORN, 14 Bond street, New York. \$2.00.

California Teacher. O. P. & A. L. Fitzgerald, Editors. San Francisco, Cal. \$2.00.

The Iowa School Journal. J. M. ROSS and JAMES ELLIS, Editors, Des Moines, Iowa. \$1.50.

Michigan Teacher. H. A. FORD, Editor, Niles, Michigan. \$1.50.

The Minnesota Teacher. W. W. PAYNE, Editor, Mantorville, Minn. \$1.50

Chicago Schoolmaster. IRA S. BAKER, Editor, Normal, Ill. \$1.00.

The University Monthly. 4 Bond street, New York. \$1.00.

Alabama Journal of Education. JOSEPH HODGSON, Editor, Montgomery, Ala. \$1.50.

The New England Homestead. Educational department edited by M. C. STEBBINS, Springfield, Mass. \$2.50.

Journal of Education. J. B. MERWIN, Editor, St. Louis, Mo. \$1.50.

The Western Educational Review. E. F. HOBART & Co., Publishers, St. Louis, Mo. \$1.50.

If any of our subscribers do not receive the JOURNAL properly directed, they should inform the Resident Editor at once.

BOOK NOTICES.

ELEMENTS OF GENERAL HISTORY, ANCIENT AND MODERN.

By JOSEPH E. WORCESTER, LL. D., author of Worcester's Quarto Dictionary, etc. A new edition, revised and enlarged. Published by THOMPSON, BIGELOW & BROWN, Boston.

This volume, so long a favorite standard work, needs no commendation from us to enhance its value in the estimation of teachers who have used it as a class book. Among the prominent features that make the work a most valuable one for the student of history, the following are conspicuous:

1. It is concise; yet it so unites a judicious statement of leading facts with appropriate reflections, that the causes and consequences of events are made obvious.
2. The style is plain, terse and didactic, interspersed with incidents by way of illustration, to relieve it of dryness, which the condensation of so large a subject into a narrow compass necessarily requires.
3. The chronological tables are a condensed history of themselves, which for accuracy and fullness are of the greatest value for reference.
4. The Chart of General History, inserted in place of the Historical Atlas which originally accompanied the work, enables the student to trace the rise, progress, revolutions, decline and fall of states and empires, to see, at a glance of the eye, what states have been cotemporary, and what have existed at different periods, by which the events described in the text are much more easily retained in mind.
5. Questions accompany the work, so prepared that, in running the eye over them, the mind is furnished with a complete frame-work of the history, and the details are at once suggested to the pupil in their place and order as they have been learned.

We do not hesitate to commend the book to teachers not familiar with it, and to those wishing to acquire a general knowledge of the elements of history, in the briefest space.

OUTLINES OF COMPOSITION. Designed to simplify and develop the principles of the art, by means of exercises in the preparation of essays, debates, lectures and orations. By H. J. ZANDER and T. E. HOWARD, A. M. Published by ROBERT S. DAVIS & Co., Boston. 1871.

The numerous publications designed to aid the young in learning to express thought in writing with facility and accuracy, are proofs of increased attention in our schools to a subject that has been sadly neglected. The first requisite in composition writing is, that the pupil shall have thoughts to express; the second is, to command language that will express them. Any method of instruction that will lead the pupil to *think* consecutively, freely and comprehensively, will render aid in enabling him to comply with the first condition. This the work before us appears to aim to do; and it is, to say the least, very suggestive of methods by which thinking can be cultivated.

PART FIRST, intended for beginners, contains forty-one simple subjects, all carefully exhibited in outline, and

PART SECOND, for more mature minds, contains ninety-nine subjects of general interest, also in outline.

Both parts have outlines written out in full as examples of what the learner is expected to accomplish. For pupils of the middle and higher grades this arrangement of subjects cannot fail to prove highly advantageous.

A RHETORICAL READER FOR CLASS DRILL AND PRIVATE INSTRUCTION IN ELOCUTION. By PROF. ROBERT KIDD. Published by WILSON, HINKLE & Co., Cincinnati, Ohio.

This book differs in many respects from any other work we have seen on the subject of reading. The compiler has ignored nearly all the rules relating to inflection, emphasis, modulation and gesture; for he evidently believes that these rules are indefinite, unreliable and impracticable, and that their observance will inevitably result in a lack of that directness and naturalness of expression, which is the crowning excellence in every department of reading and speaking. The elementary principles of the art are presented in a simple, clear and attractive manner. The majority of the selections which constitute the reading lessons in the body of the book, we have never before seen in any text-book on the subject. Many of these selections possess rare literary excellence.

METHODS OF CLASSICAL STUDY. Illustrated by questions on a few selections from Latin and Greek authors. By SAMUEL H. TAYLOR, LL. D., late Principal of Phillips Academy, Andover, Mass. Published by THOMPSON, BIGELOW & BROWN, Boston.

No manual to teach teachers how to teach, and to teach learners how to learn, has ever been placed in the hands of classical students, of equal value to this comprehensive little volume. As an illustration of the best methods of instruction, this work is invaluable to the teacher, as a standard for his own guidance, and an aid to impress on the minds of his pupils what thoroughness of investigation means in learning the structure of a language. The work was not prepared for the sake of making a book, but to answer the urgent demands of those who knew well the intrinsic value of Dr. Taylor's methods of instruction. No classical teacher or pupil can afford to dispense with the assistance this manual is able to furnish.